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ABSTRACT

This document proposes an Area Vocational-Technical Institute (AVTI) based model for service delivery to dislocated workers in Minnesota. The need for such a model arises from the consistent duplication of problem-solving measures and service delivery statewide in attempting to solve the problems of various groups of dislocated workers. The model details agency linkages, funding sources, and educational and retraining considerations and incorporates a plan for comprehensive evaluation. The model flows from a precipitating event (plant closings, layoffs) to agency linkages that should include the local Private Industry Council, the State Department of Jobs and Training, local labor unions or organizations, and AVTI representatives. The next component addressed is funding sources, which would include federal Title III, local educational funds, corporate funds, tuition-reduction packages offered by local colleges, and State Department of Jobs and Training sources. The model then focuses on service delivery, components which include needs assessment, programs for upgrading basic educational skills, tailored retraining programs, vocational counseling/job search assistance, and personal counseling. Finally, suggestions for formative and summative evaluation are offered. Appendixes to the report list potential advisory network members, describe ongoing job training programs, and provide blank survey and interview forms for needed assessment, program planning, and evaluation. (KC)

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A PRELIMINARY AVTI/AGENCY COOPERATIVE MODEL FOR SERVING THE NEEDS OF DISLOCATED WORKERS IN MINNESOTA.

Prepared by Rebecca Storlie, University of Minnesota, in consultation with Rosemarie Park.

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Storlie/Park

I. INTRODUCTION

This report was funded by the State Board of Vocational Technical Education; it stems largely from the results of a 1985-86 Center for Urban and Regional Affairs study which documented the educational or retraining needs of dislocated workers from Minnesota's lumber, heavy manufacturing, high technology, mining, and farming industries.

This initial document proposes an AVTI-based model for service delivery to dislocated workers. The need for such a model arises from the consistent duplication of problem-solving measures and service delivery (both labor and government officials have termed it" reinventing the wheel") statewide in attempting to solve the problems of various groups of dislocated workers. The model details agency linkages, funding sources, educational and retraining considerations and incorporates a plan for comprehensive evaluation.

This general model would be adapted for all incidences in which potential AVTI clients are dislocated workers and would be a suitable in-place component at each AVTI site throughout the state.

The need for such a strategy is obvious. During the period of 1979 - 1983, a total of 89,000 workers were displaced in the state of Minnesota; the AFL-CIO cites 34 major state plant closings as of January 1986. These statistics do not include any workers on permanent lay-off from currently operating manufacturing or high technology industries nor do they include governmental or small business terminations or farm foreclosures.

Many dislocated workers look to the AVTIs for retraining and most dislocated worker projects have established links with area AVTIs. The AVTI system can also continue to provide crucial educational skills (reading, writing, and math) to dislocated workers. In the previously mentioned C.U.R.A. study, Park, Dewis, and Storlie found that the dislocated workers' first institutional preference for both basic skills delivery and technical training was the AVTI system. Thus, both need and preference indicate a unique opportunity for vocational education in this state to blend technical training with educational skills upgrading and vocational counseling in order to provide quality service delivery to dislocated workers from all types of industry.

II. PRELIMINARY AVTI DISLOCATED WORKER MODEL

1. **Precipitating Event**

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2. **Agency Linkages** + 3. **Funding Sources**

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4. **Service Delivery** + 5. **Evaluation**

- -Needs Assessment
- -Educational Skills
- -Tailored Retraining
- -Vocational Counseling/Job Search
- -Personal Counseling

- -Formative
- -Summative

Starlie/Park

1. PRECIPITATING EVENT

In cases of economic dislocation there is always some degree of forewarning. In most cases the management of a company or corporation has advance notice of a plant closing , plant sale or widespread lay-offs. In addition, labor and government officials often receive information indicating upcoming loss of industry jobs. In agriculture, farmers and extension workers chart the length of time a person will be able to remain in agriculture.

Other precipitating events occur in less catastrophic situations such as labor unions' and companies' plans for economic conversion through job upgrading . A good example of this is the American Crystal Sugar plant in northwestern Minnesota which is retraining employees to run computerized processing and packaging systems, work which is gradually phasing out manual labor positions.

In each of the above cases, time is the crucial element. The cooperation of all concerned parties must be ensured so that any precipitating event involving the dislocation of workers will set a retraining delivery process into action. It is very important that all concerned parties be fully informed of the specific benefits of a consistent service delivery model to labor, management, and the entire community.

2. AGENCY LINKAGES

Each AVTI should have an in-place dislocated worker advisory board consisting of representatives from the following:

1. Local Private Industry Council
2. State Department of Jobs and Training - either Dislocated Worker Liaison or CEP Program Representative
3. Local Labor Unions or Organizations
4. AVTI - Local Representative and a State Liaison

Much groundwork and personal contact is needed to establish a working advisory board. It is often helpful to begin at the state level with various institutions or organizations and to use those statewide contacts as a base for approaching local representatives. Labor involvement is crucial at every step of the process; experience has shown that many retraining programs are ineffective because the unique needs of workers are ignored.

Appendix A contains a list of individuals who have a high degree of knowledge regarding the needs of dislocated workers in Minnesota. All of these individuals would be critical contacts in the formation of a statewide delivery system.

2. FUNDING SOURCES

Each local advisory board would be in charge of all project funding. The search for a funding package would begin immediately following notice of any local precipitating event(Section 1). An advisory board grants effort would be in place; designated individuals would be in charge of writing grants and monitoring RFPs from widespread sources.

Potential funding sources for any dislocated worker project include the following:

1. Federal Title III funding.
2. Local educational funds, such as community education for Adult Basic Education or GED instruction.
3. Corporate funds designated by existing union contracts or matching funds negotiated at time of closedown.
4. Various tuition reduction packages offered by local institutions; examples of these include the College of St. Therese's and the University of Minnesota's free tuition packages for farm families.
5. Department of Jobs and Training sources including Job Service, Trade Adjustment Assistance Program, Transitional Training Program, Job Training Partnership Act , and Minnesota Employment and Economic Development (See Appendix B.).

4. SERVICE DELIVERY

A. Needs Assessment

Needs assessment is crucial to the AVTI model; it is necessary for determination of state policy, individual project effectiveness, continuation of funding, affirmative action concerns, and broad-based educational planning. Because of its inherent usefulness in many sectors, the process must be standardized statewide with only slight variation to accommodate unique local concerns. Information must be derived from as many involved sources as possible: individual workers, management, labor, social service agencies, educational institutions, and state research agencies.

A project needs assessment should contain the following components:

1. Demographic data - as much and as varied as possible (see Appendix C for examples of forms used in various dislocated worker projects.)
2. Worker response as to ideal reemployment, acceptable wages, relocation possibilities, and an indication of their marketable skills.
3. Measures of worker interest in personal counseling, basic skills education, and specific retraining programs.

The needs assessment should gather practical, immediately usable data as well as generalizable, research-based data for the purpose of local, regional, and state planning. All of the gathered information must be justifiable in relation to a comprehensive state plan for information flow related to the dislocated worker problem. Care should be taken that the data are not one-sided, that is, derived from only the workers, management, or the state agency. For that reason, random interviews chosen from all concerned individuals should be part of the process whenever possible.

4.. SERVICE DELIVERY

B . Educational (Basic) Skills Component

Current U.S. estimates of the percentage of individuals incapable of succeeding in a technical program range from 15 to 30%.. Even in a state such as ours with a higher than average high school completion rate, there are many workers, especially those over 45, who lack necessary reading and math skills. Testing of workers in the Donaldson Project indicated that the average worker scores at approximately the 7th grade level on an adult math examination, and at approximately the 9th-10th level on an adult reading exam.

Many workers have found no need to upgrade their basic academic skills because of steady employment and comfortable lifestyles. Moving into a different occupation or a training program, however, requires attention to unique or increased basic skills. In the C.U.R.A. study, 83% of workers thought that participation in basic skills or brush-up programs improved workers' chances for reemployment in desirable jobs. In addition, 47% of the respondents were interested in math programs, 40% in reading, and 37% in writing. Brush-up classes appear to be equally attractive to both blue collar and pink collar workers.

Each worker needs access to an individually-tailored program which capitalizes on his/her existing academic strengths and zeroes in on areas which need improvement. Whether the primary instruction is offered through the AVTI system or other community agencies (Ex: ABCE programs or volunteer services), it must be designed <u>in connection with</u> specific training programs or jobs; the skills are mutually dependent. Current research in the field of occupational literacy has proven that <u>general</u> skills programs are ineffective with an adult population interested primarily in vocational training. The Donaldson project in St. Paul is currently designing an integrative technical training/educational skills component.

Within the service model, basic skills testing would be incorporated into the assessment process. It is imperative that the tests are given in a non-threatening atmosphere and that the workers are fully informed of the purpose of the testing. Also, the AVTIs should use specially-trained personnel to, in turn, train instructors or technical tutors to make effective instructional connections between basic skills and vocational programs.

Storlie/Park

4. SERVICE DELIVERY

C. Tailored Retraining Programs

Workers' job aspirations should be tracked from the general to the specific, from the ideal to the realistic. The emphasis must be placed on transferable skills, not marginality. Project participants should be given a realistic picture of employment in various occupations and should then play a major role in the decision to offer certain programs. Besides detailed worker interviews, other deciding components for tailored offerings would include:

- -job forecasts (DEED, U of M, and Department of Jobs and Training)
- -placement data from AVTIs
- -local /regional patterns derived from such data sources as newspapers and Job Service files
- -trade magazine industry forecasts
- -quantifiable skills of the workforce
- -available training resources.
- -commuting distances

The C.U.R.A. study research indicates that most workers want to stay in the same type of job they have just left. More effort could be made to direct workers into nontraditional and "high tech" programs. In addition, older workers need specially developed programs - such as OJT components set up through careful planning between private industry and the AVTIs.

4. SERVICE DELIVERY

D. Vocational Counseling/ Job Search

The goal of this component of the model should be to capitalize on dislocated workers' solid, transferable skills. Too often in jobs programs, workers emerge with marginal positions in

which their income is insufficient to take care of their families or in which they soon find themselves facing another round of lay-offs.

Whether offered through JTPA personnel (as in Conwed and Reserve Mining projects) or through private vendors, such as in the Donaldson Project, job counseling needs to take into account the unique needs of the population being served. For example, many of the "self-marketing" techniques are very inappropriate for older factory workers whose work records speak louder than anything they can fit into a resume or state over the phone. An intermediary such as a union president who is familiar with each of the individual workers is often needed to pave the way for interviews; examples of the success of this can be seen in the American Hoist, Conwed, and Donaldson dislocated worker projects.

Vocational counseling and job searches are managed most effectively when the workers are treated as a unique group and not served along with other unemployed populations such as youth or other structurally employed. State employees have often undermined dislocated worker efforts by insensitivity to the needs of these special groups of workers; it appears that some state employees could benefit from additional information regarding the unique situations of these individuals.

4. SERVICE DELIVERY

E. Personal Counseling

State studies have shown that at the time of lay-off or termination, few workers identify personal counseling as a necessary component of a program. As the time of unemployment drags on, however, many workers admit to increased substance abuse, strained family relations, and inability to handle financial difficulties. For this reason, it is imperative that interpersonal, stress, substance abuse, and financial counseling be offered at the onset of any dislocated worker project. An excellent model for this component is the University's Agricultural Extension

Service program in Northeastern Minnesota.

Workers should be presented with a description of all services available; this should be presented to them on paper AND orally in order to accommodate any literacy difficulties. One person (ideally a third or outside party) should be in charge of monitoring requests for assistance and ensuring that each request is referred to the correct individual or agency. Complete confidentiality must accompany each request.

5. EVALUATION: Formative and Summative

It is important to incorporate both a formative, or ongoing, and a summative, or final, evaluation into each incidence of worker service. The advisory board mentioned in Section 1 of this report would design the goals and objectives for each service delivery project and would designate an outside source (an example might be the University) to evaluate the data and report all conclusions to the board. It is also imperative that a good deal of worker/client involvement be incorporated into each step so that the goals reflect the specific needs of the workforce.

Formative and summative components should be weighted equally in determining the effectiveness of each project; all objectives must be closely tied to the project's original needs assessment. Suggested evaluation variables include: satisfaction with reemployment; wage discrepancies and chances for wage increases; satisfaction and success with training/educational skills courses; results of relocation; placement of older workers; and the impact of the project on family units. In other words, advisory boards should strive for not only the traditional quantitative measures but also more qualitative measures.

Postprogram follow-ups (preferably individual interviews with workers) are necessary for proper evaluation; the interviews could be conducted randomly at 3 to 6 month intervals. Appendix D from the C.U.R.A. project is an example of a brief follow-up interview form.

III. CONCLUSION

This report is a preliminary effort to build static, workable service delivery models which can be incorporated into the state AVTI system. The next step in the process is extensive research examining specific regional needs and all existing programs for dislocated workers; the resulting data would determine the complexion /characteristics of ensuing , more in-depth models. Workable models should then be piloted at representative AVTIs. Finalized models would undoubtedly require regional workshops and liaison visits to ensure full understanding of the various components.

State agencies, labor organizations, corporate management, educators, and, most importantly, the workers themselves recognize the need for an efficient statewide delivery system for all types of dislocation. The State Boerd of Vocational Technical Education is perhaps the only agency which can establish such a system.

Appendix A: Potential Advisory Network: AVTI Dislocated Worker Project

Rick Taylor/Pete Olson - Training, American Crystal Sugar, Moorhead

Sharon Santwire - Counselor, Rural CEP Project, Detroit Lakes

Willis Eken - President, Minnesota Farmers Union, St. Paul

Lynn Pelletier - President, United Paperworkers International, Cloquet

Larry Feldt - President, United Steelworkers, Silver Bay

Art Berens - Director, Donaldson Dislocated Worker Project, St. Paul

Jeff Farmer - AFL-CIO, St. Paul

Ed Retka - Dislocated Worker Program, Department of Jobs & Training, St. Paul

Lorilee Sandmann -Agricultural Extension Service, University of Minnesota, St. Paul

Karen Clark - State Representative, Minneapolis

Mary Ellen Fitzgerald Collins - Control Data Corporation, Bloomington

Storlie/Park

JOB TRAINING PARTNERSHIP ACT (JTPA)

The Job Training Partnership Act (JTPA) is a program authorized by federal legislation. Its purpose is to prepare youth and unskilled adults for entry into the labor force, and to afford job training to those facing serious barriers to employment.

JTPA is administered by the governor through a grant to the state. A major portion of the funds, 78 percent, go to the 12 service delivery areas (SDAs) covering the state for job training services at the local level. The balance of the funds are used to coordinate job training program and serve special groups.

Dislocated Worker Program

The Dislocated Worker Program of JTPA probably provides the best potential as a resource for a conversion project.

Title III of the Job Training Partnership recognizes and provides for employment and training services for individuals identified as dislocated workers. These are persons with a long attachment to the labor force, who find themselves without a job due to plant closures, permanent layoffs, skill obsolescence, technological change or other economic disruptions.

Among the various services made available to assist dislocated workers to obtain new employment are: orientation and assessment, counseling, vocational evaluation, training (both classroom vocational and on-the-job), adult basic education, GED testing, job search assistance, job-seeking skills training, job development, job placement and relocation assistance, plus supportive services, such as day-care and transportation.

Budget

	FY 1985	FY 1986
JTPA Total	44,896,200	44,900,000
Title III (Dislocated Worker)	4,978,021	2,840,837

APPENDIX B

MINNESOTA EMERGENCY EMPLOYMENT DEVELOPMENT (MEED)

Minnesota Emergency Employment Development (MEED) Act, enacted by the state Legislature in 1983, completed its two-year period of authorization on July 30, 1985. The 1985 Legislature extended the program for an additional six months with a sunset date of December 31, 1985. The law provided incentives to employers to hired and retain unemployed Minnesotans who were ineligible for unemployment or workers' compensation benefits.

For each MEED worker, the state subsidized up to $4 an hour in wages and up to $1 an hour in fringe benefits. Employers who retained the workers for one year or more beyond the six-month subsidized period were not required to repay the subsidy. For any lesser period a portion of the subsidy was repaid.

The program succeeded in bring together the private and public sectors. MEED stipulated that priority be given to private-sector placements "to the extent eligible businesses apply," and that 40 percent be private-sector placements.

However, by the second year of operation, private sector participation was dominating the program and the placement goal for private jobs was raised from 40 percent to 60 percent. This assured a minimum of 60 percent of placements would be in long-term permanent jobs. The MEED program actually reached a 70 percent private-sector placement rate in the second year.

In two and a half years, MEED's goal was to average 46 percent placement in private-sector jobs. The actual average placement was 60 percent.

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To continue the successful MEED program, and to take the place of the original legislation, the 1985 Legislature created a Minnesota Employment and Economic Development (MEED) Wage Subsidy Program. The new law furthers the cooperation that had been established among the various segments of the public and private sectors.

The present MEED program targets two new priority groups: farmers or members of farm households that demonstrate severe financial need; persons eligible for or receiving AID to Families with Dependent Children (AFDC) benefits. Those people receiving general assistance and households with no source of income remain as priorities under the program.

MEED has met is goal of being simple and effective with low administrative costs and has shown that a public/private partnership can work in job creation and retention. State and Local administrative costs amounted to less than five percent (4,795,553 or 4.4%). The cost for administering the State MEED Office was less than one percent ($577,158 or .5%).

The 1985 legislature appropriated $27 million for this program with the provision that any unencumbered balance remaining in the first year (1986) is available for the second year (1987) of the biennium.

APPENDIX B

EMPLOYMENT ASSISTANCE

Trade Adjustment Assistance Program (TAA)

The Trade Act of 1974, as amended, provides assistance in the form of reemployment services, job search and relocation allowances, vocational training, and trade readjustment allowances (cash benefits) to workers whose unemployment is linked to increased imports of foreign-made products. Recent amendments are targeted at assisting workers to return to work.

In Minnesota, the federal TAA Program is administered by the Department of Jobs and Training through the Job Service and Unemployment Insurance Divisions.

Eligibility for TAA is determined for specific groups of workers by the U.S. Department of Labor on the basis of a petition prepared by or on behalf of affected workers. Once the group is certified, individual eligibility for the several specific services is determined by Job Service/Unemployment Insurance offices.

Readjustment Allowances

Cash benefits are available to laid off workers and may be payable to those who have exhausted their regular unemployment insurance benefits. Benefits are payable for up to 52 weeks including the weeks in which the worker received unemployment insurance benefits. A number of qualifying factors must be considered in determining benefits for each individual who applies.

The Job Service can provide reemployment assistance and job search guidance. This assistance can take several forms including help in developing a plan for a self-directed work search.

Job Search and Relocation Allowances

The Job Service may provide reimbursement of approved job search expense when it determines suitable work is not available within the worker's commuting area. Reimbursement can only be made when an application for the job search is filed and approved by the Job Service before expenses are incurred.

The Job Service can also provide a relocation allowance to assist an unemployed worker to move to another area in which he/she has actually obtained suitable employment or a bona fide offer of work. The worker must file and receive approval of a relocation application from the Job Service before moving. The Job Service must ascertain that there is no reasonable expectation that the worker can obtain suitable employment in the normal commuting area.

Vocational Training

The Job Service may approve training for an unemployed worker under certain conditions and pay for some of the related training costs. Training is not a right under the Act and is approved at the discretion of the Job Service assuming that sufficient funds have been made available by the Secretary of Labor.

Workers may be considered for training if suitable employment is not available, it is determined by the Job Service that the individual could benefit from the training, and there is a reasonable expectation of employment following completion.

Length of training and hours of attendance will be determined based upon achieving desired skill levels, but cannot exceed 104 weeks. The Job Service

will identify and/or develop appropriate training opportunities with priority given to on-the-job training. Classroom training may be obtained from either public or private institutions with tuition and training related expenses paid by the Job Service.

In certain instances workers may be authorized supplemental assistance while in training outside the normal commuting area. This includes transportation and subsistence expenses within specified limitations. No training allowance or stipend will be paid the worker.

Regular readjustment allowances being received by a worker may continue to be paid while in training, but will terminate as scheduled. These regular allowances are not related to the training period.

Under special conditions, to permit completion of training, up to 26 additional weeks of readjustment allowances may be paid. Because of the factors in determining eligibility for this additional period, each worker's case must be determined on an individual basis. No additional allowances will be paid for any week during which the worker is not actually engaged in training nor will additional allowances be paid to workers for whom the basic allowance period has previously lapsed.

Budget

FY 1985	FY 1986
1,734,/00	333,000

APPENDIX B

JOB SERVICE

The Job Service is part of a nationwide network devoted to matching workers and jobs. Through locations across the state Job Services serves both employers and persons seeking employment by providing a wide range of specialized programs and services. Although placement in a meaningful job is its main purpose, Job Service provides vocational counseling aptitude and performance testing and a number of services to groups that experience barriers to employment.

- Job Matching

  The Job Service has, over the past several years, automated its job placement program. The first step was the development a statewide job bank system which was a daily updated microfiche listing of jobs distributed statewide. Next came the development of a statewide telecommunications system of entering applicant and job order data. This allows immediate on-line inspection of all job orders throughout the state, increasing the possibilities of a match of applicants and job orders. A completely automated job match system now permits Job Service to search out and match jobs on behalf of both the applicant and employer. The primary match is done on the basis of a Dictionary of Occupational Titles Code, with the possibility of expanding or narrowing the search based on other factors such as education, wage or location. It also means that no matter where one applies for a job in our Minnesota Job Service system, ones qualifications can be matched against a job order. The same is true for employers seeking workers. This new system offers the employers greater possibilities of obtaining qualified workers and job applicants a quicker and more efficient manner of matching their qualifications to employment opportunities.

APPENDIX B

- Automated Resume System

The Job Service in Minnesota has been working cooperatively with the other states in the Department of Labor Region V to develop an Automated Resume System (ARS). The system will be geared to professional and highly skilled job applicants in Minnesota, Wisconsin, Ohio and Indiana.

The idea will be for the applicants to submit specially prepared ARS resume to a Job Service Office. The information will then be computerized and held in a common data based. When an employer in any of the states is seeking professional applicants, the Job Service office will have access to the large group of applicants. Because the system is computerized, the data on the applicant will be forwarded immediately to the requesting state on a printout prepared in resume style by a letter quality printer. This will allow employers in all states to have a large pool of professional and highly skilled applicants available to them. This system provides applicants a much expanded job market to match their qualifications with jobs.

This system has now been designed and is being constructed. It should be ready for use later in 1986. The system development work is being centered in Madison, Wisconsin.

Job Service Budget

FY 1985	FY 1986
11,972,700	12,575,700

APPENDIX B

TRANSITIONAL TRAINING PROGRAM

The 1985 Legislature enacted legislation providing for classroom training and on-the-job training of structurally unemployed persons while they receive unemployment benefits. Training under this provision, section 268.65, is called "Transitional Training."

An individual may participate in transitional training if:

1) the individual is not unemployed due to the seasonal nature of the work or a temporary work shortage;

2) The individual's separation or notice of layoff from most recent employment was caused by job obsolescence, plant shutdown, regional decline in the individual's customary occupation, or industry slowdown, and the individual is unlikely to return to work for that employer or in that occupation within 12 months following separation from employment;

3) reasonable and suitable work opportunities for which the individual is fitted by training, experience, and physical capabilities do not exist within the local labor market;

4) the training course is designed to provide preparation for available employment within the local labor market or in an area to which the individual is willing to relocated;

5) the training is conducted by an agency, educational institution, or employing unit that is approved by the commissioner of education or state board to conduct training programs; except that an agency, educational

institution, or employing unit that is not subject to regulation and approval by one of the agencies in this clause may be approved by the commissioner if it is determined that the institution's curriculum, facilities, staff, and other essentials are adequate to achieve the training objective; and

6) the training consists of a full course load, as defined by the training provider, necessary to achieve the approved training objective, and the individual is making satisfactory progress in the course. The Department may require the training provider to periodically certify to the individual's attendance and progress.

Individuals in training under this provision will be paid unemployment compensation as a training allowance. Those persons participating in OJT training will always receive a minimum of $100 more per week than their weekly benefit amount provided their earnings equal or exceed $100.

This program is funded by a combination of unemployment benefits and wages paid for OJT jobs.

APPENDIX C: NEEDS ASSESSMENT FORMS

Employee Survey

Name _____ Phone No. _____
(please print)

Address _____ _____ _____
(Street) State ZIP

Directions: Circle the answer that best describes your feelings on the following questions.

1. Sex: 1) Male
2) Female

2. Present Position/Department: (circle one that best describes your job)

1) Accounting
2) Marketing/Advertising/Mailroom
3) Manufacturing Engineering
4) Purchasing/Receiving/Shipping
5) Production Supervisor
6) Scheduling/Planning/Expediting
7) Tool & Die Maker
8) Machinist
9) Machine Operator
10) Assembler (Electrical, Mechanical, Hydraulic)
11) Welder/Welder Fitter
12) Crane Operator
13) Stockman/Storeroom
14) Maintenance Person (Electrical, Mechanical, Utility)
15) Carpenter
16) Painter
17) Burner
18) Shop Clerk
19) Fork Lift Truck
20) General Factory Employee
21) Other _____

3. Present Shift:

1) First
2) Second
3) Third

4. Length of Service:

1. Less than 1 year
2. 2 - 4 years
3. 5 - 9 years
4. 10 - 14 years
5. 15 - 19 years
6. 20 - 24 years
7. 25 - 29 years
8. 30 or more

5. Your Age:

1. 13 - 24
2. 25 - 30
3. 31 - 40
4. 41 - 50
5. 51 - 54
6. 55 - 57
7. 58 - 61
8. 62 - 65
9. Over 65

6. Your present wage on a per hour basis: (salaried - divide annual by 2080 hours)

1) $ 4.00 - 5.99
2) $ 6.00 - 7.99
3) $ 8.00 - 9.99
4) $10.00 - 11.99
5) $12.00 - 13.99
6) $14.00 - 15.99
7) more than $16.00

7. My plan for the immediate future is to:

1) Retire.
2) Seek employment in my field.
3) Seek employment in a new field.
4) Starting my own business.
5) other (explain)_____

8. How long do <u>you</u> <u>think</u> it will take take for you to secure employment?

1) I plan to retire.
2) I have a job or business <u>now.</u>
3) Less than one month.
4) Two to six months.
5) More than six months.

9. Do you expect to secure wages that are:

1) More than your present wage.
2) The same as your present wage.
3) Less than your present wage.
4) None of the above - retiring.

10. Have you worked outside Amhoist in a job requiring different skills?

1) Yes
2) No

If yes - what additional skills do you have:_____

_____

_____

APPENDIX C

11. Do you have an avocation or hobby that may provide you with marketable skills?

1) Yes
2) No

If yes - list additional skills: _____

_____

12. Do you believe additional training in your present career (job) area would help you gain employment?

1) Yes
2) No

13. Do you believe additional training in a different career area will be necessary for you to acquire employment?

1) Yes
2) No

14. For what <u>new</u> career would you like to begin long term training?

1) Accounting/Bookkeeping
2) Electronics
3) Computer Programming/Operations
4) C.N.C. Machine Operation & Programming
5) Instrumentation
6) Welding
7) Word Processing
8) Real Estate Sales
9) Travel Agent
0) Food Service
1) Nursing/Health Care
2) Air Conditioning/Refrigeration
3) Industrial Hydraulics
4) Quality Control
5) Auto Mechanics
6) Commercial Art
7) Tool & Die Making

15. Are you willing to attend school to acquire new employability skills?

1) Not at all
2) Full-time
3) Part-time day
4) Part-time night

16. Do you think you need some "basic skills" to help you secure employment or go further in school? (circle those you may need or be interested in)

1) Math
2) Reading
3) Writing
4) Communicating
5) Other _____

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17. My present level of education is: (circle last grade completed)

1) Elementary	1	2	3	4	5	6	7	8
2) High School	9	10	11	12				
3) Post Secondary, Trade or								
4) College	13	14	15	16				
5) Post College/University	17	18						

6) Other _____

18. What services do you believe may be helpful to you in securing employment: (circle more than one)

1) Telephone Techniques
2) Job Search Skills
3) Career Counseling
4) Lists of Companies who hire in your field
5) Assistance in starting a business
6) Resume' Preparation
7) Short Term Training (up grade present skills)
8) Long Term Training (learning new job skills)
9) Assessment to help determine your job interests and abilities
10) Other (explain): _____

_____

19. Veteran Status:

1) Not a veteran
2) Active during Korea or Vietnam
3) Active only prior to Korea and Vietnam

20. Would anything prevent you from attending training sessions on job search skills or new job skills?

1) Nothing preventing me from attending
2) Transportation Problem
3) Child Care Problems
4) May have part-time job
5) Other (explain)_____

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APPENDIX C

PROGRAM SERVICES PLANNING SURVEY: UNION _____ LOCAL _____

NAME:

ADDRESS:

PHONE NUMBER:

COUNTY OF RESIDENCE:

AGE GROUP:

___ 18 - 23
___ 24 - 34
___ 35 - 44
___ 45 - 54
___ 55 - 61
___ 62+

SEX:

___ MALE
___ FEMALE

VETERAN'S STATUS: ___ NONE

___ PRE VIETNAM ERA
___ VIETNAM ERA
___ POST VIETNAM ERA

PREVIOUS WORK EXPERIENCE (LAST 15 YEARS):

	CO. NAME	JOB TITLE	YEARS EXP.
MOST RECENT			
2ND			
3RD			
4TH			
5TH			
6TH			

SALARY RECEIVED ON YOUR MOST RECENT JOB: _____

HIGHEST EDUCATIONAL LEVEL COMPLETED:

___ 8TH GRADE OR _____
___ HIGH SCHOOL DIPLOMA OR GED
___ TECHNICAL/BUSINESS SCHOOL CERTIFICATE OR A.A. DEGREE
___ B.A. DEGREE
___ B.A. DEGREE PLUS _____ CREDITS
___ M.A. DEGREE

LENGTH OF UNEMPLOYMENT: _____ MONTHS

CURRENT UNEMPLOYMENT INSURANCE STATUS: _____

IF RE-EMPLOYED: LENGTH OF TIME _____
TYPE OF WORK _____

INTEREST IN RETRAINING: (Check the one that best applies to you)

___ DEFINITELY WANT RETRAINING
___ ARE CONSIDERING, BUT NEED MORE INFORMATION
___ LOOKING FOR WORK FIRST, BUT WOULD CONSIDER RETRAINING AS A LAST CHOICE
___ DO NOT WANT RETRAINING

IF CONSIDERING OR DEFINITELY WANT RETRAINING:

SPECIFIC CAREERS YOU ARE CURRENTLY CONSIDERING _____

SCHOOLS/PROGRAMS YOU HAVE LOOKED INTO _____

SOURCES OF FINANCIAL AIDE YOU HAVE SOUGHT _____

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APPENDIX C

PAGE TWO

INTEREST IN JOB SEARCH: (Check the one that best applies to you)

___ YOUR ONLY GOAL IS SEEKING WORK
___ YOUR MAIN GOAL IS SEEKING WORK, BUT YOU WOULD CONSIDER RETRAINING AS A LAST CHOICE
___ CONSIDERING RETRAINING, BUT YOU NEED PART TIME OR FULL TIME WORK ALSO

LIST THE SPECIFIC JOB TITLES YOU ARE CURRENTLY SEARCHING FOR:

1 _____
2 _____
3 _____

LIST ANY HEALTH PROBLEMS/DISABILITIES THAT WOULD EFFECT YOUR EMPLOYMENT:

_____
_____

MARITAL STATUS:

___ SINGLE
___ SEPARATED/DIVORCED
___ MARRIED
___ FAMILY: _____ CHILDREN STILL SUPPORTING

THE MORAL/EMOTIONAL SUPPORT YOU FEEL THAT YOU ARE CURRENTLY RECEIVING FROM YOUR FAMILY, SPOUSE, SIGNIFICANT OTHER, AND/OR FRIENDS IS:

___ NONE
___ MINIMAL
___ MODERATE
___ HIGH
___ VERY HIGH

CAREER COUNSELING SERVICES DESIRED: (Rank order them)

___ CHOOSING A CAREER FOR RETRAINING PURPOSES
___ CHOOSING THE BEST SCHOOL/PROGRAM FOR YOUR PURPOSES
___ ASSISTANCE IN SEEKING FINANCIAL AIDE
___ IDENTIFYING SPECIFIC JOB SEARCH GOALS
___ INCREASING INTERVIEWING SKILLS
___ WRITING OR REWRITING A RESUME
___ DEVELOPING OR STRENGTHENING YOUR SUPPORT SYSTEMS
___ OTHER: _____
___ _____
___ _____

AVAILABILITY TO PARTICIPATE IN PROGRAM SERVICES:(Rank order them)

___ MORNINGS
___ AFTERNOONS
___ EVENINGS

ARE YOU CURRENTLY PARTICIPATING IN ANY OTHER EMPLOYMENT PROGRAMS? _____
IF YES, PLEASE LIST _____
_____

APPENDIX C

INTERVIEW QUESTIONS
CURA BASIC SKILLS PROJECT

1. (if unemployed) What kind(s) of job(s) do you feel qualified to handle?

2. (if unemployed) Ideally what kind of job would you like to get?

3. (if unemployed) What kind of job would you be willing to take?

4. Would you be willing to relocate? yes(1) no(2) unsure(3)

5. What jobs do you see as available to you now?

6. What do you think is the likelihood you'll be called back?

   1 2 3 4 5 6 7 8 9 10(certain).

7. How important would you say <u>reading</u> was/is in your job at _____ ?

   1 2 3 4 5 6 7 8 9 10(very important)

   How important is <u>math</u> ? 1 2 3 4 5 6 7 8 9 10

   How important is <u>writing</u> ? 1 2 3 4 5 6 7 8 9 10

8. Getting and moving into a new job isn't easy; it can sometimes involve quite a few different kinds of problems. One of those might be that workers need to brush up on the reading, writing, and math skills they will need to retrain or learn a new job. Do you think this might be true given your experience?

   yes(1) no(2)

9. Do you think a job you would like to move into would require more(1) or less(2) reading skill than your previous job?

10. Do you plan to go into, or are you in, any type of training program?

    yes(1) Describe
    no (2)

11. Do you feel you have the

reading	yes(1)	no(2)
writing	(1)	(2)
math	(1)	(2)

skills you need to be successful in a training program?

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APPENDIX C

INTERVIEW QUESTIONS continued

12. In general, do you think other people you work(ed) with might benefit from programs in reading, writing, or math?

yes(1) no(2) unsure(3)

13. Would you be interested in a program to upgrade your

reading	yes(1)	no(2)	Describe:
writing	yes(1)	no(2)	Describe:
math	(1)	(2)	Describe:

14. If programs were offered in those areas of study, how likely is it that you would attend/enroll?

1 2 3 4 5 6 7 8 9 10(would definitely attend)

15. Where would you or a worker like yourself be most likely to attend?

high school(1) com. college(2) AVTI(3) other: _____

16. What might make you more likely to enroll in a reading, writing or math program? That is, what kinds of incentives offered by your company, union, or an education provider would help you?

17. Do you think that participation in retraining or skills programs improves workers' chances for reemployment in desirable jobs?

yes(1) no(2) unsure(3)

18. What type of learning situation do you think you do best in:

a) 1-on-1 vs small group vs classroom
1 2 3

b) lecture vs hands on
1 2

c) technology vs usual classroom
1 2

d) teacher vs self-taught
1 2

19. Do you like to read? yes(1) no(1) sometimes(3)

20. What types of reading do you do on a regular basis? Ex.: newspapers, magazines, books, work-related reading?

APPENDIX C

INTERVIEW QUSTIONS continued

21. Do you use math on a regular basis? yes(1) no(2) If yes, what type(s)? Ex.: work-related, use calculator, balance checkbook.

22. Do you use writing skills on a regular basis? yes(1) no(2)
What kinds of writing? Letters, application, resumes, etc.

23. In any kind of previous education or training, what subjects did you like best?
List:

24. In terms of the job situation, how bad is the current crisis?

1 2 3 4 5 6 7 8 9 10(extremely bad)

25. Do you feel things will get better for you in the coming year?

26. How do you feel you will personally come out of this?

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27. How much say do you feel you have over which way your life is going - on a 1 to 10 scale?

1 2 3 4 5 6 7 8 9 10
no control complete control

28. How true is this statement on a scale of 1-10 with 10 being absolutely true -

Circumstances are under my control

1 2 3 4 5 6 7 8 9 10
false true

29. How true is this statement on a scale of 1-10 with 10 being absolutely true-

Management and government decisions have created my current situation (laid off)

1 2 3 4 5 6 7 8 9 10
false true

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DEMOGRAHIC DATA
CURA BASIC SKILLS PROJECT

1. Job title

2. Union name

3. Company name

4. Job tenure

5. Location of job

6. Salaried or hourly employee
   (1) (2)

7. Gender M(1) F(2)

8. Ethnic origin: white(1) black(2) Hispanic(3) native American(4) Asian(5)

9. Age

10. Years of education

    If post-secondary, what type? Com. College(1) AVTI(2) 4 yr.(3) other training(4)

    Military experience? yes(1) no(2)

11. Previous work experience

    same job, length of time:

    similar job: tenure:

    other jobs: tenure:

12. Does anyone else in the family work? yes no(0)
    Full or part time?
    (1) (2)

13. Did your parents do the same type of work that you did? If not, what were their occupations?

---

14. NEW JOB: DATE OF EMPLOYMENT: LOCATION:

15. JOB TRAINING PROGRAM; FROM _____ to _____

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16. Was job placement a direct result of training?

yes(1) no(2) unsure(3)

What do you think _____ should do about these situations?

(a) Federal

(b) State

(c) Local Govt.

(d) Unions

(e) Companies

Any other suggestions :

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APPENDIX D: FOLLOW UP FORM

CURA Project

Follow-up Questions

1. Are you employed currently? (yes/no)

   If yes, what is your new job? List_____
   Are you earning (more/less) than at _____?

2. If unemployed - Are you in a vocational training program? (yes/no) If yes, list_____

3. In looking back over the time since the closing would you have made different decisions about school _____?

   work _____?

   training_____?

4. If employed, is there more/same or less reading
   . . . writing
   . . . math on your new job?

5. If in training, is there more/same/less reading
   . . . writing
   . . . math than you expected?

6. On a scale of 1 -10 with 10 being the most important- How important is

   reading
   1 2 3 4 5 6 7 8 9 10
   writing
   1 2 3 4 5 6 7 8 9 10
   math
   1 2 3 4 5 6 7 8 9 10

   on your new job?

7. Do you have any additional policy suggestions for-

local government

the union

state or federal government? in respect to plant sales & closings?

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